



JOUR 320: Introduction to Coding for Storytelling

Spring 2019 – Wednesdays – 3-5:20 p.m.

Section: 21170D

Location: ANN 307

Instructor: Channing Joseph

Office: ANN lobby or classroom

Office Hours: By appointment

Contact Info: channing.joseph@gmail.com;
917-319-9202 (cell)

I. Course Description

In this course you will learn the basic web technologies (HTML, CSS, JavaScript and jQuery) needed to build modern interactive multimedia projects. In addition, you will use contemporary storytelling skills to create advanced online story packages with multiple elements, including text, visuals (video, photos, graphics, etc.), audio, interactivity and navigation, with heavy emphasis on web development and coding. You will conceive, design, code and produce an advanced multimedia package.

The class will meet once a week for direct instruction, hands-on exercises and more. You will practice your coding skills with focused bi-weekly assignments. In addition to your bi-weekly assignments, you must pitch and produce one longer project during the semester. This can be an individual project or a group project of no more than three people working together.

While coding is the next crucial skill for creative professionals to incorporate, not everyone will come out of this course as a developer. But no one will be left behind, and at the very least you will understand the role and potential for web development in the present and future of the creative professions. That in itself is invaluable in getting you a job in today's market.

II. Overall Learning Objectives and Assessment

The goal of this course is to teach you how to use front-end Web development to produce engaging and innovative multimedia stories.

By the end of this course you should be able to sketch, design and code a website from scratch, using HTML, CSS, JavaScript and JQuery plug-ins to tell a rich multimedia story. Building on your journalistic storytelling skills, this class focuses solely on the creation and production of stories told only via the Web.

III. Description of Assignments

Assignment 0: Multimedia/interactive examples. Due before class Week 2

Assignment 1: HTML/CSS problem set. Due before class Week 4

Assignment 2: Flexbox and responsive. Due before class Week 6.

Assignment 3: JQuery problem set 1. Due before class Week 9

Assignment 4: JQuery problem set 2. Due before class Week 12

Final Project: Due on day of scheduled final exam. NOTE: Your JOUR 320 final project is in conjunction with JOUR 307: Reporting and Writing II.

IV. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Assignment 0: Multimedia/interactive examples	5	5
Assignment 1: HTML/CSS problem set	15	15
Assignment 2: Flexbox and responsive design	10	10
Assignment 3: JQuery problem set 1	20	20
Assignment 4: JQuery problem set 2	20	20
Final Project	25	25
Participation	5	5
TOTAL	100	100%

b. Grading Scale

The final letter grade will be calculated as such:

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

The content of your projects must meet all journalistic standards: adherence to AP style, grammatically correct, well proofed, and most importantly, the work must be your own (see the plagiarism policies below under IX. Policies and Procedures).

This is a coding class so format, neatness and documentation will be graded. I will take up to two (of 20) points off for bad formatting on any given assignment.

Points will be taken off if problems on assignments are not completed.

Participation will be graded on a number of criteria, including (but not exclusively) collaboration and helping out classmates if you understand something that someone else is struggling with.

If on your assignments you simply copy and paste a classmate's work into your assignment, your instructor will be able to tell, and you will not get any credit. That is also called plagiarism.

I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that. However, simply passing in an incomplete assignment does not count as effort. Effort means that you have tried to complete the assignment, identified where you are having trouble and then sought out your instructor for extra help.

"A" and "B" projects/assignments should have ALL components; i.e., students should not get higher than a C+ unless everything is turned in.

- "A" project/assignment is submitted on time, has only minor bugs, JS well formatted and documented, and shows exceptional effort and creativity.

- “B” project/assignment is on time, and completed but requires more than minor bug fixes (CSS styling as well as JavaScript/JS functionality) and/or is not documented correctly or is badly formatted. Fulfills all basic requirements, but nothing beyond that.
- “C” project/assignment is late, is not complete and/or functioning. Requires major bug fixes. The student should have requested help from the professor.
- “D” project/assignment is late, incomplete, failed to meet the major criteria of the assignment, has numerous errors. Should not have been submitted.
- “F” project/assignment has not been submitted or is plagiarized from someone else’s code or project. You can use someone else’s code as example or inspiration, but you cannot present someone else’s project as your own.

In addition, style errors and other breaches of journalistic standards will result in point deductions. Extra design and creativity is given extra credit.

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

V. Assignment Submission Policy

- All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- Assignments should be submitted via a Dropbox link that will be provided to you. All coding assignments should be .zipped up before submission. The project folder and the zip file should be named like so: “lastname-firstname-assignment[number]”. Please rename your project folder *before* you zip it up for submission. One point will be subtracted for each assignment that is not labeled or submitted correctly.

VI. Required Readings and Supplementary Materials

While there is no required text in this course, there are a number of websites and tutorials you will be asked to read and work your way through, including:

- HTML tutorial: <http://w3schools.com/html/default.asp>
- CSS tutorial: <http://w3schools.com/css/default.asp>
- Begin Bootstrap tutorials: <http://www.w3resource.com/twitter-bootstrap/tutorial.php> and <http://getbootstrap.com/2.3.2/getting-started.html>
- JavaScript tutorial: <http://w3schools.com/js/default.asp>
- JQuery tutorial: <http://w3schools.com/jquery/default.asp>

For reference textbooks, these are recommended:

“HTML & CSS: Design and build websites” by Jon Duckett (John Wiley & Sons, Inc., 2011).

“JavaScript & JQuery: Interactive front-end web development” by Jon Duckett (John Wiley & Sons, Inc., 2014).

These are also good reference and learning sites:

Lynda (<http://www.usc.edu/its/lynda>)

W3Schools (<http://www.w3schools.com/>)

Codecademy (<http://www.codecademy.com>)

VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

VIII. Add/Drop Dates for Session 001 (15 weeks: 1/7/19 – 4/26/19)

Friday, January 25: Last day to register and add classes for Session 001

Friday, January 25: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, January 29: last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 22: Last day to drop a course without a mark of "W" on the transcript. [Please drop any course by the end of week three (or the week three equivalent for short sessions) to avoid tuition charges.]

Friday, April 5: Last day to drop a class with a mark of "W" for Session 001

IX. Course Schedule: A Weekly Breakdown

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Jan. 9	Syllabus, Class Projects, Semester Overview, Intros. Skills assessment. Historical perspective on news presentation. Web development overview. Build basic "Hello, World" page.	Assignment 0: Multimedia/inter-active examples. Due Week 2 Reading: HTML tutorial http://www.w3schools.com/html/default.asp	
Week 2 Jan. 16	Intro to HTML & CSS: Discuss interactive/multimedia examples from homework assignment. The basics of HTML and the most important/most used elements.	Assignment 1: HTML/CSS problem set. Due Week 4 before class Reading: CSS tutorial http://bit.ly/w3css : Sections "CSS Home" through "CSS Tables"	Assignment 0 due
Week 3 Jan. 23	HTML & CSS: Part 2 Overview of CSS and properties necessary for page layout. Hands-on: build a navbar and a photo gallery.	Reading: CSS tutorial http://bit.ly/w3css : Sections "CSS Box Model" through "CSS Pseudo-elements"	
Week 4 Jan. 30	HTML & CSS: Part 3 Positioning and new HTML5 elements: <audio> and <video> tags: Review problems with Assignment 2. CSS positioning. A look at	Assignment 2: Flexbox and responsive. Due Week 6 before class	Assignment 1 due

	new tags in HTML5, including audio and video. Hands-on in class: Add background video and images. Basic Parallax scrolling page.	Reading: Positioning tutorial: https://www.w3schools.com/css/css_positioning.asp HTML5 tutorial: http://www.w3schools.com/html/html5_intro.asp_intro.asp	
Week 5 Feb. 6	Flexbox and introduction to responsive design principles: Overview of Assignment 2.5 and 3. Flexbox and media queries. Hands-on in class: Making a basic page responsive and mobile ready.	Reading: CSS Flexible Box Layout Module: https://www.w3schools.com/css/css3_flexbox.asp Responsive Web Design: https://www.w3schools.com/css/css_rwd_mediaqueries.asp	
Week 6 Feb. 13	JQuery & JavaScript: Part 1 Overview of JavaScript and jQuery, from plugins to actual coding.	Assignment 3: JQuery problem set 1. Due Week 9 before class Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . Sections "jQuery Home" through "jQuery Events". JavaScript tutorial: http://www.w3schools.com/js/default.asp . Section "JS Home" through "JS Comments"	Assignment 2 due
Week 7 Feb. 20	JQuery / JavaScript: Part 2 Feb 24 Covering basic built-in tools and animation jQuery.	Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . All sections under "jQuery Effects"	
Week 8 Feb. 27	JQuery / JavaScript: Part 3 Dynamically changing HTML elements and CSS. Feb 24	Reading: JQuery tutorial: w3schools.com/jquery/default.asp . Under "jQuery HTML", sections "jQuery Get" and "jQuery Set." JavaScript tutorial: http://www.w3schools.com/js/default.asp . Section "JS Variables" thru "JS Datatypes"	

Week 9 March 6	JQuery /JavaScript: Part 4 Feb 24 Learning to get and set data from forms, attributes and HTML elements. Intro to variables.	Assignment 4: JQuery problem set 2. Due Week 12 before class Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . Under "JQuery HTML", sections "JQuery Add" through "JQuery Dimensions"	Assignment 3 due
March 11-15	No Classes		[Spring Break]
Week 10 March 20	JavaScript and JQuery: Fun with interactivity A look at what's possible with jQuery plugins, widgets and more.	Reading: Bootstrap tutorials: http://www.w3resource.com/twitter-bootstrap/tutorial.php	
Week 11 March 27	JQuery Plugins and useful widgets Part 1: Learning to use the Cycle plugin for photo galleries and other sliding elements.	Assignment: Final Project specs Reading: JQuery Cycle Plugin: http://jquery.malsup.com/cycle/	
Week 12 April 3	JQuery Plugins and useful widgets Part 2: Build a popup from scratch. Learn to use the scrolling plugin Waypoints.js	Reading: Creating https://www.w3schools.com/w3css/w3css_modal.asp	Assignment 4 due
Week 13 April 10	JQuery Plugins and useful widgets Part 3: How to make an audio rollover gallery, use HTML5 audio and video tags, and change elements on the page as a user scrolls.	Reading: HTML 5 Media: <audio> and <video> http://www.w3schools.com/html/html_media.asp	
Week 14 April 17	HTML and CSS review	Reading: Review readings and assignments as needed.	
Week 15 April 24	Production hackathon		
FINAL EXAM PERIOD May 3, 2-4 p.m.	Summative experience		Final Project: Due on the scheduled date of the final exam.

X. Policies and Procedures

Additional Policies

Collaboration and helping out classmates if you understand something that they are struggling with is very

important to success in this class. I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that.

Each class builds on the previous one, so it is crucial that you do not miss a class or fall behind. If you have to miss a class, let me know in advance so we can discuss how to keep you up to speed. If you are struggling with some concepts or code, let me know and I will meet with you separately to go over it.

This can be complicated material, especially if you are not paying attention. Do not text, chat with your friends on Facebook, or play on your computer during the instruction.

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XI. About Your Instructor

Channing Joseph has taught at USC Annenberg since the summer of 2017. As a reporter, he was first to break the story of **Wikileaks’ 2007 publication of secret military documents** from the war in Afghanistan. His reporting has taken him from the southernmost tip of Africa to the sunny mountains of rural Japan.

As an editor, he has directed and shaped the work of two dozen Pulitzer Prize winners. He has served as editor-in-chief of SF Weekly, San Francisco’s flagship alternative newspaper, as well as on staff at The New York Times and Associated Press. As a staff editor at The New York Times, he edited projects that resulted in **the release of several wrongfully convicted prisoners** and helped earn the paper two Polk Awards and a **Pulitzer Prize**.

His articles have been published by The New York Times, The International Herald Tribune, The New York Sun, Associated Press, The Washington Post, The Guardian, The Atlantic, Entertainment Weekly, MTV News, U.S. News & World Report, **ABC**, **NBC**, **FOX**, **CBS**, **BET**, **CNN**, and many other outlets.

His upcoming book, “House of Swann,” is the untold story of William Dorsey Swann — the first self-described “drag queen” — and a group of former slaves who became queer activists in Washington, D.C., in the 1880s.